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ABSTRACT

These unit planning grids for grade 3 music education in Delaware public schools outline nine standards for students to attain in music. Standards cited in the grids are: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently, and with others, a varied repertoire of music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) students will read and notate music; (6) students will listen to, describe, and analyze music and music performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular areas; and (9) students will understand music in relation to diverse cultures, times, and places. Each standard presents specific goals for students to attain and lists performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Music - Grade 3

SO 033 703

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MUSIC UNIT PLANNING - GRADE 3

Standard 1: **Students will sing, independently and with others, a varied repertoire of music.**

A. Students will sing on pitch and in rhythm with good vocal tone, technique, diction, and posture while maintaining a steady tempo.

B. Students will sing expressively, using given dynamics, phrasing, and interpretation.

C. Students will sing a varied repertoire of songs representing genres and styles from diverse cultures.

D. Students will sing partner songs, rounds, and songs with ostinati.

E. Students will sing in groups, blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor.

For choral ensemble or class, add:

F. [Begins in grade level 5]

		UNIT NUMBERS																	
PERFORMANCE INDICATORS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
3.701	sing on pitch in rhythm while maintaining a steady beat.																		
3.702	sing using proper diction, correct posture, and proper breathing.																		
3.703	sing expressively using given dynamics.																		
3.704	sing using given phrasing.																		
3.705	sing using given interpretation.																		
3.706	sing a varied repertoire of songs representing genres and styles from diverse cultures.																		
3.707	sing songs in unison, songs with ostinatos, rounds, and partner songs.																		
3.708	sing in groups, blending vocal timbres and matching dynamic levels while responding to the gestures of a conductor.																		

MUSIC UNIT PLANNING - GRADE 3

Standard 2: Students will perform on instruments, independently and with others, a varied repertoire of music.

A. Students will perform on pitched and unpitched instruments, in rhythm, with appropriate dynamics while maintaining a steady tempo.

B. Students will perform expressively, using given dynamics, phrasing, and interpretation.

C. Students will perform a varied repertoire of music representing diverse genres and styles.

D. Students will echo short rhythms and melodic patterns.

E. Students will perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the gestures of a conductor.

F. Students will perform independent instrumental parts while other students sing or play contrasting parts.

For instrumental ensemble or class, add:

G. [Begins in grade level 6-8]

	PERFORMANCE INDICATORS	UNIT NUMBERS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
3.709	perform on pitched and unpitched instruments in rhythm while maintaining a steady beat.																		
3.710	perform expressively using given dynamics.																		
3.711	perform using given phrasing.																		
3.712	perform using given interpretation.																		
3.713	perform a varied repertoire of songs representing diverse genres and styles.																		
3.714	echo short rhythmic patterns in duple and triple meter.																		
3.715	echo simple melodic patterns.																		
3.716	perform in groups, blending instrumental timbres and matching dynamic levels while responding to the gestures of a conductor.																		
3.717	perform independent instrumental parts while other students sing or play contrasting parts.																		

MUSIC UNIT PLANNING - GRADE 3

Standard 3: Students will improvise melodies, variations, and accompaniments.

A. Students will improvise melodies using a variety of traditional, nontraditional, and electronically produced sounds.

B. Students will improvise short melodies that are unaccompanied, performed over given rhythmic accompaniments, or performed over simple chord progressions, meter, and tonality.

C. Students will improvise simple ostinato (repeated patterns) accompaniments.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
3.718	improvise melodies using a variety of traditional, nontraditional, and electronically produced sounds.																		
3.719	improvise melodies using computers.																		
3.720	improvise short, unaccompanied melodies.																		
3.721	improvise short melodies performed over given rhythmic accompaniment.																		
3.722	improvise short melodies performed over simple chord progressions.																		
3.723	improvise simple ostinato accompaniments.																		

MUSIC UNIT PLANNING - GRADE 3

Standard 4: Students will compose and arrange music within specific guidelines.

A. Students will create short songs and instrumental pieces.

B. Students will arrange short songs and instrumental pieces.

C. Students will use a variety of traditional, nontraditional, and electronically produced sound sources when composing.

PERFORMANCE INDICATORS	UNIT NUMBERS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
3.724 create short songs and instrumental pieces.																		
3.725 arrange short songs and instrumental pieces.																		
3.726 use a variety of traditional, nontraditional, electronically produced sound sources when composing.																		

MUSIC UNIT PLANNING - GRADE 3

Standard 5: **Students will read and notate music.**

A. Students will read and perform whole, half, dotted half, quarter, and eighth notes and rests in simple meter.

B. Students will read and perform pitch notation using a system of musical syllables, numbers, or letters.

C. Students will identify symbols and terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

D. Students will use symbols to notate meter, rhythm, pitch, and dynamics in simple patterns with the aid of manipulatives and computer programs.

For choral ensemble or class, add:

E. [Begins in grade level 6-8]

	PERFORMANCE INDICATORS	UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
3.727	read and perform rhythms containing quarter notes, paired eighth notes, quarter rests, half notes, whole notes, half rests, whole rests, dotted half notes, eighth notes (single), and eighth rests (single) in simple meter.																		
3.728	read and perform pitch notation using a system of musical syllables, numbers, or letters.																		
3.729	identify symbols and terms (e.g., mezzo, piano, forte, tempo, legato, staccato, allegro, andante, crescendo, and decrescendo).																		
3.730	apply the knowledge symbols and terms (e.g., mezzo, piano, forte, tempo, legato, staccato, allegro, andante, crescendo, and decrescendo) when performing.																		
3.731	use standard symbols to notate meter, rhythm, pitch, and dynamics with the aid of manipulatives and computer programs.																		

MUSIC UNIT PLANNING - GRADE 3

Standard 6: Students will listen to, describe, and analyze music and music performances.

A. Students will listen and move to music that contains changes and contrasts of musical elements.

B. Students will listen to and identify the sounds of a variety of instruments and voices.

C. Students will use movement and dialogue to describe various styles of music.

D. Students will identify the elements of music by listening.

E. Students will identify simple music forms by listening.

F. [Begins in grade level 4-5]

G. [Begins in grade level 9-12]

H. [Begins in grade level 9-12)

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
3.732	listen and move to music that contains changes and contrasts of musical elements.																		
3.733	listen to and identify instruments according to family.																		
3.734	listen to and identify groups of voices.																		
3.735	respond to various styles and moods of music through purposeful body movements and dialogue.																		
3.736	recognize the elements of pitch, rhythm, and dynamics.																		
3.737	recognize the elements of timbre, melody, and form.																		
3.738	recognize the elements of harmony and texture.																		
3.739	recognize how elements of music are used in music examples.																		

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3.740	identify aurally forms of AB, ABA, ABC, ABACA, repeated patterns, and call and response.																				

MUSIC UNIT PLANNING - GRADE 3

Standard 7: Students will evaluate music and music performances.

A. Students will identify ways for evaluating compositions and performances.

B Students will explain personal preferences for specific musical works and styles using appropriate music terminology.

C. [Begins in grade level 4-5]

D. Students will evaluate a given musical work and determine what musical qualities or elements were used to evoke feelings and emotions.

	UNIT NUMBERS																	
PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
3.741 identify ways to evaluate compositions and performances.																		
3.742 explain personal preferences for specific musical works and styles using correct music terminology.																		
3.743 evaluate a given musical work and determine what musical qualities were used to evoke feelings and emotions.																		

MUSIC UNIT PLANNING - GRADE 3

Standard 8: Students make connections between music, the other arts, and other curricular areas.

A. Students will cite similarities and differences in the meanings of common terms used in the various art forms.

B. [Begins in grade level 6-8]

C. Students will identify ways in which principles and subject matter of other disciplines related with those of music.

D. [Begins in grade level 4-5]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
3.744	identify similarities and differences in the meaning of common terms (e.g., texture, color, form, etc.) used in the various art forms.																		
3.745	identify diverse uses of music in daily experiences.																		

MUSIC UNIT PLANNING - GRADE 3

Standard 9: Students will understand music in relation to diverse cultures, times, and places.

A. Students will listen to examples of music from various historical periods and diverse cultures by genre or style.

B. Students will describe how elements of music are used in music of various cultures.

C. Students will describe the roles of musicians in various cultures.

D. [Begins in grade level 6-8]

E. [Begins in grade level 6-8]

	UNIT NUMBERS																	
PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
3.746 listen and describe examples of music from various periods.																		
3.747 listen and respond to examples of music from diverse cultures by genre or style.																		
3.748 describe how elements of music are used in music of various cultures.																		
3.749 describe the roles of musicians in various cultures.																		

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